

The Acquisition of the Chinese Preposition Gei Sentence in Indonesian Chinese Students Based on Cognitive Psycholinguistics

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Abstract: Taking the Chinese preposition Gei sentences of Indonesian Chinese students from the written language corpus, using the theories and research methods of cognitive psycholinguistics and heritage language acquisition, this paper studies the situation and characteristics of the acquisition of the Chinese preposition Gei sentence by Indonesian Chinese students. The specific research contents include the input of the Gei sentence and the output in acquisition which includes the use of the sentence structure, the acquisition order, the relative frequency of the correct use of the acquisition, etc. The results show that the overall situation of Indonesian Chinese students' acquisition of the Chinese preposition Gei sentence is not very satisfactory. This paper probes into the reasons for the unsatisfactory acquisition from the aspects of the learners' cognitive psychological characteristics, the negative transfer of mother tongue, the influence of Chinese dialects, the difficulty level of sentence patterns and the arrangement of grammar points in teaching materials, and puts forward some targeted teaching suggestions.

1. Introduction

Indonesia has the largest Chinese population in the world, with a total of about 10 million ethnic Chinese^[1]. In terms of the proportion of the population, ethnic Chinese account for only 5% of the country's total population and belong to minority ethnic groups. The ethnic Chinese language "HUAYU" is the common language of Chinese all over the world with Mandarin as the core^[2]. In recent years, with the enhancement of China's economic strength and the rise of "Chinese fever", the inheritance and use of Chinese in Indonesia has been expanding^[3]. In 2018, 16430 candidates took the HSK exam in Indonesia. In 2019, the first round of Indonesia's HSK exam was held simultaneously in the capital Jakarta and 15 cities across the country. 6078 candidates took part in the exam, more than half of whom were Chinese.

The current academic research on the acquisition of Chinese sentence patterns by Indonesian Chinese students is still in its infancy. The Gei sentence is not only a key sentence pattern for Indonesian Chinese students, but also a difficult sentence pattern. The word Gei can appear as "verb", "preposition" and "auxiliary word" in sentences, and its position is changeable in various sentence patterns, so learners are easy to confuse and make errors. For example, Indonesian Chinese students are prone to make the following sentences in the learning process:

*[1]: Wo gaozhong de shihou, mama mai {[gei]} wo yiba yusan.

I highschool time, mum bought {[for]} me an umbrella.

When I was in high school, my mother bought me an umbrella.

*[2]: Wo hai jide mama jiang {[gei]} wo yijian gushi.

I still remember mum told {[to]} me an story.

I still remember my mother told me a story.

*[3]: Zhe jian shiqing {[gei]} ta gandao weinan, zuoli bu'an.

This matter {[make]} her feel embarrassed (and) restless.

This matter made her feel embarrassed and restless.

Many achievements have been made in the research on the heritage language acquisition of Gei sentence. For example, Zhou Wenhua inspected the use of the Gei sentence pattern of Korean students, and made a comparative analysis of the use of Chinese native speakers and textbooks, and thought that the related sentence structure of Gei can be taught in different levels and stages^[4]. The acquisition order obtained according to the correct rate can be implemented and promoted in teaching. Based on the corpus of College of Chinese Language and Culture, Jinan University, Ling Dan investigated the utilization and accuracy of each structure of the preposition Gei by foreign students at different levels and stages^[5]. And this paper summarized the order and characteristics of foreign students' acquisition of various structures of the preposition Gei. In addition, in the research on the nationalized error analysis of the preposition Gei, the relevant achievements include An Analysis of the errors in the acquisition of the preposition Gei by Korean students and its Teaching Countermeasures^[6], An Analysis of errors in Japanese students' acquisition of preposition Gei^[7], An Analysis of errors in Indonesian Chinese students' acquisition of preposition Gei^[8] etc. Taking a comprehensive view of the above research results, the current research on Chinese grammar acquisition of foreign students is mainly focused on errors, while the research on grammar acquisition from the perspective of heritage language competence development is relatively few. From the point of view of the dynamic development of heritage language acquisition ability, this paper makes a systematic study on the acquisition of preposition Gei sentences by Indonesian students.

2. The Acquisition Process of the Preposition Gei for Indonesian Chinese Students Definition of Object of Study

The preposition Gei has a higher complexity in sentences. First, it can introduce all kinds of semantic components, which can be classified into various categories. Secondly, it is flexible and changeable in the position of sentence. Moreover, the word Gei in Chinese can also be used as a verb and auxiliary word in the sentence, therefore, the Chinese word Gei can be used as a verb or an auxiliary word in a sentence. For the Indonesian Chinese students, it is easy to confuse the usage of the preposition Gei in the acquisition of the preposition Gei, thus forming a bias. Based on this, this paper made a systematic study on the acquisition process of the preposition Gei in Indonesia from the perspective of interlanguage theory, and investigated which sentence patterns are first acquired in the acquisition of the preposition Gei. What sentence patterns are learned after? Which sentence patterns are more difficult for Indonesian Chinese students to acquire? This article expects to be

able to make some enlightenment and suggestion on the teaching.

The linguistic data of this paper comes from the written language corpus of foreign students in College of Chinese Language and Culture, Jinan University, which is built by National Center for Overseas HUAYU Research, Jinan University. The corpus collects about 4 million words of Chinese compositions of Chinese students from Southeast Asia, including daily compositions and examination compositions. The style of the composition is mainly narrative, supplemented by practical writing. Since the object of this study is the acquisition of Gei sentences by Indonesian Chinese students, so we extract the corpus of Gei sentences of Indonesian Chinese students from this corpus. A total of 2178 linguistic data were found in the corpus. After analysis, classification and selection, 56 cases of invalid corpus were removed, and a total of 2228 cases of effective corpus were obtained. The reason why there seems to be more valid corpus than the number of corpus collected is that we have done the following treatment, that is, if the number of times of Gei in the same sentence is two, it will be counted as two cases.

The research object of this paper is the preposition Gei of Indonesian Chinese students in the corpus of written language in College of Chinese Language and Culture, Jinan University. Based on the definition of Gei in Lv Shuxiang 800 words in Modern Chinese and the classification of Gei in Peng Xiaochuan 201 Cases of Grammar Comprehension in Teaching Chinese as a Foreign Language^[9,10], we classify the corpus as a frame. We generalize the structure of 8 types of preposition Gei from the learners' corpus, in which the preposition Gei denotes the usages of the introduced recipients. We divide them into four subcategories according to the different positions of the word Gei in the sentence, and the purpose is to better reflect the acquisition of Gei sentences by Indonesian learners. In addition, some grammatical items appear in low frequency, which means passive meaning (9 cases) and command meaning (6 cases). The details are as follows:

- J1a: V Gei, introducing recipient
- J1b: V+Gei, introducing recipient
- J1c: Gei V, introducing recipient
- J1d: V1+Gei+V2, introducing recipient
- J2: Gei+V, introducing beneficiaries
- J3: introducing orientation objects
- J4: introducing the injured
- J5: means passive, command

3. The Use of Preposition Gei Sentence of Indonesian Chinese Students

According to the above classification of Indonesian Chinese students' preposition Gei sentences, as well as the preliminary analysis of the relevant corpus, we have classified and investigated the corpus of 1442 cases of preposition Gei sentences. We first examine the use of eight types of preposition Gei sentences, that is, the use frequency, correct use cases and error use cases of the subordinate sentence patterns of the preposition Gei sentences, in which "use frequency = the frequency of use of each subordinate sentence pattern / the total number of effective corpus", the specific data are shown in Table 1:

According to the statistical data of Table 1, we rank the frequency of eight types of sentences of the Indonesian Chinese students' preposition Gei sentences from high to low: J1c > J1a > J2 > J1b > J1d > J3 > J4 > J5. From the point of view of the frequency of the eight types of preposition Gei sentences, the sentence pattern J1c (GEI + V: introducing the receiver) has the highest numbers of 477 sentences, with a frequency of 33.08%. The second is the sentence pattern J1a (VGEI: introducing the receiver), the numbers of use is 379 sentences, the frequency of use is 26.28%. The third is the sentence pattern J2 (GEI + V: introducing beneficiaries), with a numbers of 214

sentences and a frequency of 14.84%. Sentence pattern J4 (introducing the injured) and J5 (indicating command, passive) are rarely used, and the total number of use of the two sentence patterns is only 33 sentences. This shows that the Indonesian Chinese students tend to use the familiar sentence patterns J1c, J1a and J2, while they adopt the avoidance strategy for the unfamiliar sentence patterns J4 and J5, which are used less frequently.

Table 1: The use of eight types of sentence patterns of the preposition Gei of Indonesian Chinese students.

sentence pattern	total number of effective data	The number of use	The use frequency(%)	The rank of the use frequency	correct use cases/times	error use cases/times
J1a	1442 cases	379	26.28	2	330	49
J1b		159	11.03	4	144	15
J1c		477	33.08	1	321	156
J1d		105	7.28	5	88	17
J2		214	14.84	3	149	65
J3		76	5.27	6	54	22
J4		17	1.18	7	14	3
J5		15	1.04	8	13	2
Total			1442	100	/	1113

4. The Acquisition Order of the Preposition Gei in Indonesian Chinese Students

Using the method of correct use frequency and correct use of relative frequency introduced by Shi Jiawei^[11], we investigate and construct the acquisition order of Gei sentences of Indonesian Chinese students. The application of these two methods in this paper is as follows: Correct use frequency $P = \frac{\text{the correct use frequency of a sentence pattern in a class}}{\text{the frequency of occurrence of the sentence pattern in a class}}$. In this paper, we use the correct frequency to determine the acquisition order of Gei sentences of Indonesian Chinese students, which is sorted according to the average correct rate. Relative frequency of correct use of each sentence $P = \frac{\text{frequency of correct use of each sentence}}{\text{the sum of the frequency of each sentence pattern}}$. For example, the correct use of the relative frequency of J1a $P = \frac{330}{1442} = 0.229$.

(1) Correct use frequency and ranking of the correct use of 8 types of sentence patterns of preposition Gei in Indonesian Chinese students. We investigate the correct rate of the 8 types of sentence patterns of the preposition Gei in each class of study hours, and construct the acquisition order according to their average correct usage rate. The details are shown in the Table 2.

According to the results of the ranking of the average correct frequency of use in Table 2, we draw up the acquisition order of the 8 types of sentence patterns of Gei for Indonesian Chinese students as follows: J1b>J1a>J1d>J3>J4>J2>J1c>J5. However, we have found that there may be deviations in this order of acquisition. For example, there is only one case in the intermediate stage of sentence type J5, which happens to be correct, so the correct utilization rate of sentence type J5 in intermediate level is 100, which is obviously problematic. The uneven distribution of the corpus will lead to the unobjective result of the statistics, so we use the method of using the relative frequency correctly to draw up the acquisition order again.

Table 2: Information on the correct use of 8 types of sentence patterns in the preposition Gei of Indonesian Chinese students.

A	primary			middle			senior			E	Ranking
	B	C	D	B	C	D	B	C	D		
J1b	22	25	88.00	109	120	90.83	13	14	92.86	90.56	1
J1a	61	71	85.92	222	248	89.52	47	60	78.33	84.59	2
J1d	19	25	76.00	64	73	87.67	5	7	71.43	78.37	3
J3	17	19	89.47	24	41	58.54	13	16	81.25	76.42	4
J4	1	2	50.00	8	9	88.89	5	6	83.33	74.07	5
J2	27	38	71.05	103	144	71.53	19	32	59.38	67.32	6
J1c	86	128	67.19	181	255	70.98	54	94	57.45	65.20	7
J5	0	0	0.00	12	14	85.71	1	1	100.00	61.90	8
Total	233	308	75.65	723	904	79.98	157	230	68.26	74.63	/

* A = Syntactical structure; B = Correct usage times; C = Total number of uses; D = Correct frequency (%); E = Average correct use frequency (%)

(2) Correct use of relative frequency and ranking of 8 types of sentences in the preposition Gei of Indonesian Chinese students. The specific operations of using the relative frequency and sorting correctly in the 8 types of sentences of the preposition Gei of Indonesian Chinese students are as follows: First of all, the frequency of use and correct use of 8 types of Gei word patterns of Indonesian Chinese students are counted, and then the relative frequency of correct use of each kind of sentence patterns is calculated according to the calculation formula. Finally, the 8 types of sentences of Gei are sorted according to the correct use of relative frequency, as shown in Table 3:

Table 3: Correct use of relative frequency and ranking of 8 types of preposition Gei for Indonesian Chinese students.

A	effective total corpus	frequency of usage	correct frequency	relative frequency used correctly	ranking
J1c	2228 cases	477	321	0.144	1
J2		214	149	0.067	2
J1b		159	144	0.065	3
J1a		143	120	0.054	4
J1d		105	88	0.039	5
J3		76	54	0.024	6
J4		17	14	0.006	7
J5		15	13	0.006	8
total			2228	1766	/

Based on the results of the correct use of the relative frequency above, we propose to construct the order in which Indonesian Chinese students acquire 8 types of preposition Gei: J1a>J1c>J2>J1b>J1d>J3>J4>J5. We compare the two kinds of sorting, and find that there is a great difference between them. In order to get a relatively objective sort, we investigate the frequency of the use of the word Gei in Indonesian Chinese students, we compare the three kinds of sorting:

- A. Use frequency sorting: J1c>J1a>J2>J1b>J1d>J3>J4>J5
- B. Correct use of frequency sorting: J1b>J1a>J1d>J3>J4>J2>J1c>J5
- C. Correct use of relative frequency sorting: J1a>J1c>J2>J1b>J1d>J3>J4>J5

We found that there are great differences between the "acquisition order according to the correct use frequency" and the "use frequency sort" and the "acquisition order based on the correct use of

the relative frequency" in the B class sort, and the class A sort is the "use frequency sort" and the C class sort is "the acquisition order according to the correct use of the relative frequency sort".

We find that due to the uneven distribution of the corpus, there are great differences between class A and B and C, but the sort of A and C are basically the same, according to the results of comparison. We think that the reliability of C sort is relatively high, so the acquisition order of Gei sentences for Indonesian Chinese students is as follows: J1a>J1c>J2>J1b>J1d>J3>J4>J5.

(3) The acquisition level of 8 kinds of sentence patterns of the preposition Gei in Indonesian Chinese students. Based on the results of the acquisition sequence proposed above, we also use the method of relative frequency correctly to process and analyze the data. By comparing the acquisition level of 8 types of sentence patterns, this paper investigates the characteristics reflected in the whole process of Indonesian learners' collective acquisition of the word Gei. The correct use of the relative frequency method in this section is as follows: Relative frequency of correct use of all kinds of sentence patterns at each learning level = the correct use frequency of each sentence pattern at each learning level / the sum of the frequency of occurrence of 8 types of sentence patterns at a certain learning level. Taking the primary J1a as an example, the relative frequency of J1a's correct use at the primary level = the sum of the frequency of J1a's correct use at the primary level / the occurrence of the primary 8 types of sentence patterns. So, J1a is used correctly at the primary level at relative frequency = $143/652 = 0.2193$. Specific information can be found in table 4 below:

Table 4: Relative rate of correct use of various sentence patterns at different levels of school hours.

syntactical structure	primary 308 sentences			middle 904 sentences			Senior 230sentences		
	correct	wrong	relative frequency	correct	wrong	relative frequency	correct	wrong	relative frequency
J1a	61	10	0.116	222	26	0.165	47	13	0.132
J1b	22	3	0.042	109	11	0.081	13	1	0.036
J1c	86	42	0.163	181	74	0.135	54	40	0.151
J1d	19	6	0.036	64	9	0.048	5	2	0.014
J2	27	11	0.051	103	41	0.077	19	13	0.053
J3	17	2	0.032	24	17	0.018	13	3	0.036
J4	1	1	0.002	8	1	0.006	5	1	0.014
J5	0	0	0.000	12	2	0.009	1	0	0.003
total	233	75	0.756	723	181	0.800	157	73	0.683

On the basis of the above data, we have integrated and got the correct use of relative frequency of all kinds of sentence patterns at each learning level, that is, the development process of eight types of sentence patterns:

In the first group, there are two types of preposition Gei at the acquisition level 3(10-20), namely: J1a (V Gei, introducing recipient) and J1c (V+Gei, introducing recipient). The acquisition level of this group of sentence patterns shows a different trend. J1a shows an upward trend from primary to intermediate, and a downward trend from intermediate to advanced. This indicates that the acquisition of this kind of sentence pattern is not stable and the acquisition level is still fluctuating. On the contrary, the sentence pattern J1c shows the trend of first descending and then rising. It shows that the acquisition becomes better with the learners' familiarity and mastery of the sentence pattern.

In the second group: at the acquisition level 4(below 10), there are only six types of sentence patterns, which are: J2, J1b, J1d, J3, J5, J1a. The relative frequency of correct use of these six types of sentence patterns is relatively low, indicating that the acquisition of these types of sentence patterns is more difficult for Indonesian Chinese students. The overall acquisition level is not high and the acquisition situation is not satisfactory. From the perspective of the overall development

trend, the six types of sentence patterns at the fourth acquisition level show a downward trend from primary to advanced, and the track of development from intermediate to advanced is close to the straight line. This shows that the difficulty in the process of acquisition is obstinate and the learners are difficult to overcome.

In conclusion, through the analysis of the acquisition level interval, we can conclude that the acquisition process of the preposition Gei sentence is at different levels, and its acquisition is also carried out in a certain order. But the level of acquisition of all kinds of sentence patterns is quite different. From the acquisition interval of 8 types of sentence patterns, there are only two types of sentence patterns, J1a and J1c respectively. The other 6 subtypes of sentence patterns are in the fourth interval of low level - the acquisition level is low, and the acquisition situation is not very good.

5. The Arrangement Order and Repetition of the Preposition Gei in the Textbook of HUAWEN

Table 5: The initial occurrence order and repetition of the textbook preposition Gei.

syntactical structure	Concrete example sentence	source	number of times
J1a: V Gei(introducing recipients)	Her boyfriend gave (Gei) her a bunch of roses.	Primary 2, P25	101
J1b: V+Gei	The king was also very moved, sent (Gei) a lot of gifts Gei Wei villagers.	Primary 5,P79	8
J1c: Gei+V	I often call (Gei) my parents on weekends.	Primary 1, P66	159
J1d: V1+Gei+V2	Take it home for (Gei) the kitten.	Primary 3, P12	6
J2: Gei+V	A lot of people showed (Gei) me the way.	Primary 1, P66	43
J3: Gei+V (introducing oriented object)	Let me introduce (Gei) you.	Primary 3, P1	7
J4:Gei+V(introducing injured persons)	I've given (Gei) you a lot of trouble.	Primary 4, P64	2
J5: means passive or command	NO	NO	0

We choose HUAWEN, which is used by the Chinese Department of Education at the present stage. The textbook consists of primary, intermediate and advanced books, in which there are six small volumes at the primary level, and the middle and advanced levels are divided into the following two volumes. We selected all the sentences with preposition Gei in ten textbooks, and got 332-examples of sentences. We made statistics on the initial occurrence order of the preposition Gei in the textbook, and compared it with the acquisition order of the Indonesian Chinese students in this paper. At the same time, we also investigated the repetition of the preposition Gei in the textbook. Specific statistical results are shown in table 5.

Based on the results in Table 5, we sort the preposition Gei in the HUWEN textbook in the order (A) and the number of occurrences (B). The results are as follows:

A: J1C=J2>J1a>J3>J1d>J4>J1b>J5, Sentence pattern J5 does not appear in the textbook.

B: J1C>J1a>J2>J1b>J3>J1d>J4>J5, Sentence pattern J5 does not appear in the textbook.

According to the frequency of (C) and the order of acquisition (D), we compare the order of the occurrence of the preposition Gei in the HUAWEN textbook and the order of the acquisition of the preposition Gei by the Indonesian Chinese students. The results are as follows:

Comparison between initial occurrence sequence and acquisition order

A: J1c=J2>J1a>J3>J1d>J4>J1b>J5

D: J1a>J1c>J2>J1b>J1d>J3>J4>J5

Comparison of reappearance number sort and usage frequency sort

B: J1c>J1a>J2>J1b>J3>J1d>J4>J5

C: J1c>J1a>J2>J1b>J1d>J3>J4>J5

From the results of comparison, we find that there is a great difference between the order of initial appearance of textbooks and the order of acquisition of Indonesian Chinese students, but there is a high consistency between the repetition times of textbooks and the order of usage. Except for the slight change in the position of J1d and J3, the rest are identical, and according to the previous analysis of the acquisition level of 8 types of Gei sentences by Indonesian Chinese students, we find that there are two types of sentence pattern J1a (101 times) and J1c (159 times) which have higher repetition times in the teaching material.

6. Conclusion

As designers and implementers of teaching Chinese as a foreign language, teachers of Chinese as a foreign language should not only master grammar well, but also make grammar rules more explanatory so that students can understand and master grammar rules more easily. Based on the previous study of the use of the preposition Gei, the order of acquisition, the level of acquisition and the teaching materials for the Indonesian Chinese students, we put forward the following teaching suggestions in combination with the relevant studies:

(1) The first sentence pattern of acquisition sequence is easier for Indonesian Chinese students to acquire. Therefore, in practical teaching, teachers should pay attention to the fact that there is an objective order of acquisition of Gei in the acquisition of Chinese words and phrases by Indonesian Chinese students, and their learning difficulties are graded. Therefore, teachers of Chinese as a foreign language should teach them from easy to difficult. However, in practical teaching, most teachers are used to teaching according to the arrangement of Gei sentences in textbooks, which is not conducive to the acquisition of Gei sentences by Indonesian Chinese students. There are great differences between the arrangement order of teaching materials and the acquisition order of Indonesian Chinese students. Therefore, the author suggests that in the actual teaching process, teachers should try to break through the arrangement order of the textbooks and follow the objective acquisition order as far as possible.

(2) According to the result of the repetition times of the teaching materials, the number of repetition is higher than that of J1a and J1c, and the acquisition of Indonesian Chinese students is relatively good. However, the acquisition of J3, J4, J5 is not satisfactory. We believe that in practical teaching, teachers should improve the input quantity of these sentence patterns so as to improve the acquisition of these sentence patterns by Indonesian Chinese students. At the same time, we also need to consider the difficulty of these sentence patterns. If the difficulty is greater than the current level of Chinese, then blindly increasing the number of input will not help the learners to acquire these sentence patterns. The teacher should take the objective difficulty level as the reference and improve the number of sentence pattern input in the corresponding stage in order to carry out the teaching more effectively.

(3) Teachers should pay attention to the differences between Indonesian and Chinese preposition Gei. Teachers should make a comparison between the two languages in actual teaching so that students can be more aware of the differences between them, so that we can more effectively help Indonesian Chinese students avoid interference caused by negative transfer of their mother tongue, and better grasp the corresponding grammar rules.

(4) From the erroneous sentences in the corpus, we find that Indonesian Chinese students are easy to mix "GEI (which means 'give')" and "RANG (which means 'make/let')", and basically tend to use Gei. This leads to errors such as example 3 and "Tamen buxiang {[gei]} ziji de duixiang xinku (they don't want to make their girlfriend/boyfriend work too hard". Li Wei pointed out that

"southerners often use 'GEI' to show causality when they speak mandarin, while northerners mainly use 'JIAO' or 'RANG' no matter whether they speak dialect or Mandarin." ^[12] most of the Indonesian Chinese students come from Fujian, Guangdong and other places, and their parents and grandparents often use southern Chinese dialects such as Hokkien and Cantonese. On the basis of this, we speculate that such errors of Indonesian Chinese students are probably caused by their heritage language, which is the dialect of southern China. In the process of teaching, teachers can sort out such errors and make targeted analysis, so that learners can master the different usage of Gei and "RANG" in Chinese dialects and Mandarin, so as to improve the correct rate of sentence expression.

(5) In the process of teaching Chinese as a foreign language, teachers should also pay attention to the influence brought by the approximation of the subordinate sentence structure of the preposition Gei in Chinese and Indonesia. For example, "Barang ini dikirimkan untuk orangtuanya" has two different expressions in Chinese - It's for his parents or this thing was sent to his parents. In Indonesian, prepositions are usually postplaced, but there are two different expressions in Chinese. Indonesian Chinese students often do not understand the difference between them, which results in confusion between J1a and J1c. Therefore, as a teacher of Chinese as a foreign language, we should be aware of the difference between the two sentence patterns, and give students a comparative explanation in actual teaching, so that students can have a comprehensive understanding of the two different sentence patterns.

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